

School Strategic Plan 2018-2022

Hamlyn Banks Primary School (4804)



Hamlyn Banks
Primary School

Submitted for review by Nigel Holloway (School Principal) on 22 November, 2018 at 03:20 PM

Endorsed by Robyn Hollis (Senior Education Improvement Leader) on 29 November, 2018 at 02:12 PM

School Strategic Plan - 2018-2022

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School vision	<p>Hamlyn Banks Primary School is a dynamic community committed to developing lifelong learners. The school community has high expectations and supports children to become successful learners and productive members of the community. We believe that EVERYONE can learn. We believe that EVERYONE deserves a quality education and we believe that when we all work together, children are the winners!</p> <p>We acknowledge and promote a strong partnership between home and school in the learning process. We provide the best possible opportunities for our school community to develop socially, emotionally, morally, physically and intellectually.</p>
School values	<p>We strive to ensure each and every member of our school community understands and 'lives' our school values. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. Be SAFE. Be RESPECTFUL. Be a LEARNER.</p>
Context challenges	<p>Improving student learning outcomes. Ensuring consistently high quality instruction from P-6. Developing higher levels of student Agency and Voice. Whole school approach to PLTs and PLC. Development of engaging and relevant curriculum experiences.</p>
Intent, rationale and focus	<p>HBPS's intent is to improve learning outcomes for all students. The aim is to focus on high quality PLT / PLC work that will result in both effective use of student learning data to drive instruction, but also on collective capacity building. We want our students to be immersed in an exciting and relevant curriculum, where they have voice and agency alongside their teachers.</p> <p>HBPS has invested a significant amount of time and resources (both human and financial) with the intent of improving student outcomes under the guidance of several school leaders. The focus on PLTs / PLC is important as we acknowledge it is only when every member of our school learning community is performing to a high standard, that we will see a shift in our data sets. A focus on student agency and voice is important as our survey data and school review clearly showed that our students could be more empowered to be active contributors to their own learning, and to understand what an effective learner is and does.</p> <p>Our priority initially will be establishing effective structures and processes for PLTs as we know that these are the engine room of the PLC. This will include a whole school approach to assessment, use of data and planning. We will begin with a keen focus on Reading and will maintain this focus until we see shifts in our school data sets. Once this shift</p>

	<p>happens we will reflect on our school data again and identify the next focus. Over the full 4 year SSP we will develop an inquiry model and map the curriculum alongside the development of staff knowledge and capacity around student agency and voice.</p>
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Goal 1	To improve learning growth in Literacy across all year levels.
Target 1.1	<i>Increase the % of students making high or medium growth in NAPLAN Reading for each year of the SSP from the baseline of 68.63% in 2018.</i>
Target 1.2	<i>Increase the % of students making high or medium growth in Reading according to the Victorian Curriculum Teacher Judgement for each year of the SSP.</i>
Key Improvement Strategy 1.a Building practice excellence	Establish a whole school approach to assessment, use of data and planning through an effective PLC model.
Key Improvement Strategy 1.b Building practice excellence	Develop and implement an agreed and consistent approach to teaching literacy.
Goal 2	To build greater levels of student agency and voice.
Target 2.1	To increase the % of students showing positive endorsement for Learner Characteristics and Dispositions and Social Engagement on the Student Attitude to School Survey.
Target 2.2	To increase the % of parents showing positive endorsement for Student Development on the Parent Opinion Survey.

Target 2.3	To increase the % of staff showing positive endorsement for Teaching and Learning indicators on the Staff Opinion Survey.
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Develop opportunities for purposeful student leadership.
Key Improvement Strategy 2.b Empowering students and building school pride	Increase the use of student feedback to inform school and teacher practice improvement.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop a Whole School intellectually engaging curriculum that fully integrates the Victorian Curriculum throughout the school.
Goal 3	To create a positive climate for learning for students, staff and parents.
Target 3.1	To increase the % of staff showing positive endorsement for School Climate indicators on the Staff Opinion Survey. (Collective efficacy, teacher collaboration, trust in students and parents).
Target 3.2	To increase the % of parents showing positive endorsement for Connection and Progression and Parent Community Engagement on the Parent Opinion Survey.
Target 3.3	To increase the % of students showing positive endorsement for indicators in the Student Attitude Domain of the Panorama School Performance Report.

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Establish a whole school approach to the development of a positive climate for learning.
Key Improvement Strategy 3.b Parents and carers as partners	Increase opportunities for purposeful partnerships with parents and carers.